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ABSTRACT

Based on the premise that school districts across the nation are constantly striving to improve the learning experiences they provide students, this booklet reflects heightened public interest in developing all parts of the educational process. The four chapters discuss: the values, philosophy, mission, and goals of the Minnesota State Board of Education (chapter 1); the language arts philosophy and belief statements (chapter 2); model learner outcomes of language arts education (chapter 3); and suggestions for program planning, review and development--the means of transposing the model learner outcomes into a curriculum plan for program development (chapter 4). Model lesson plans, worksheets for program development, and a bibliography are included in the three appendixes. (PRA)

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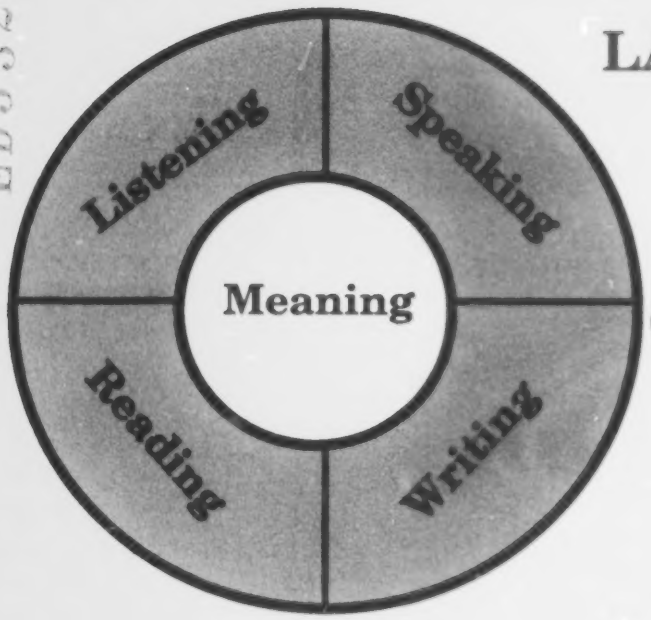

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CHAPTER 1

Chapter 1

Minnesota State Board of Education

Values

Philosophy

Mission

Goals

CHAPTER 1

Minnesota State Board of Education

Values, Philosophy, Mission and Goals

School districts nationwide, and certainly in Minnesota, are constantly striving to improve the learning experiences they provide students. The last two or three decades have seen heightened interest in improving all parts of the education process, including appropriate involvement of students, parents and the community at large.

The documents that constitute the Minnesota Department of Education's **Coordinated Model for Educational Improvement** incorporate many of the concerns expressed and issues addressed by the public, Legislature, and in reports on the state of public education. One of these documents, titled **Goal and Outcome Specification Process**, suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values, the most general, to learner goals, the most specific, that give form and direction to public education. Given this hierarchy, staff skilled in subject matter and the profession of teaching can develop very specific learner outcomes for each subject area.

The following sets of statements were adopted by either the Minnesota State Board of Education or the Minnesota State Legislature for two purposes. First, they provide a model for use by communities and school staff as they strive to improve the learning experiences they provide for residents. Second, they are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes for each subject area. Only the **Mission Statement for Public Education** adopted by the Legislature gives explicit direction to public schools. All other parts of this document are models, suggestions for the consideration of residents and professionals in each district.

EDUCATION SYSTEM VALUES

We believe the following values are preeminent for the education system. These attributes are to be reflected in all educational programs and operations.

ACCOUNTABILITY - A condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of learning.

EFFECTIVENESS - A condition in every school whereby each accomplishes its mission at a performance level defined by learners, parents, citizens of the community and state, and their representatives.

EFFICIENCY - A condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

EXCELLENCE - A condition in every school whereby the highest possible standards for performance are expected of all students and staff.

FLEXIBILITY - A condition in every school which results in meeting the needs of learners through sensitive and creative responses to changing circumstances.

HUMAN EQUITY - A condition in every school which offers equal opportunity and appropriate individualized support to each staff member in employment and professional growth and to each learner in the educational process. Also, a condition which, fully, fairly, and accurately portrays various cultures, races and genders in the instructional program.

RESPONSIBILITY - A condition in which the school recognizes that the parent has primary responsibility to assure the child is educated, and in which a partnership exists between the school, community, parent, and the learner to identify the learning goals and needs of the child or adult learner and provide appropriate learning opportunities through which those goals can be met.

RESPONSIVENESS - A condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged, and routinely addressed.

SYSTEM EQUITY - A condition in the education system whereby each school is provided with the resources necessary to assist all learners in achieving excellence.

WHOLENESS - A condition in every school whereby each gives necessary and appropriate consideration to the potential career needs, spiritual, social, emotional, and physical growth of each learner and staff member as it designs and implements educational programs.

VISIONARY - A condition in the education system whereby emerging trends which will affect the knowledge and skills required to be a successful adult are examined and the knowledge gained is used to produce appropriate changes in the system's course content, procedures, and goals for learners.

LEARNER VALUES

We believe helping students develop the following values is a primary purpose of education.

ACCOUNTABILITY - A quality in individuals whereby each knows, understands and accepts the impact and consequences of personal actions and decisions.

CITIZENSHIP - A quality in individuals whereby each has an understanding, appreciation, and support of the institutions of American government and society and a willingness and ability to participate in the democratic process and in socially beneficial service activities.

COMPASSION - A quality in individuals whereby each is sensitive to the conditions affecting the lives of others and each has the commitment to assist others when appropriate and possible.

COMPETENCE - A quality in individuals whereby each attains maximum levels of knowledge, skill and affect commensurate with his or her potential.

COOPERATIVENESS - A quality in individuals whereby each interacts with others in a manner that mutually benefits all participants in the interaction.

CREATIVITY/FLEXIBILITY - A quality in individuals whereby each acts or expresses self in new, improved, or unique ways.

ETHICS - A quality in individuals whereby each displays consistent personal and professional integrity and an acceptance of the responsibility to act for the benefit of all learners.

HONESTY - A quality in individuals whereby each is fair and straightforward in the conduct of human interaction.

LEARNING - A condition in individuals whereby each continually strives throughout life to learn more and to increase personal levels of fulfillment and competence in human endeavors.

PROBLEM SOLVING - A condition in individuals whereby each has the ability to identify, frame, and propose new, improved, or unique solutions to existing and emerging problems.

RESPONSIBILITY - A quality in individuals whereby each strives to fulfill the obligations of economic self-sufficiency and active commitment to the common good of society.

SELF-ACCEPTANCE - A quality in individuals whereby each has a positive self-image, through assertion of rights, holding personal, physical and emotional well being as an ideal, accepting personal talents with humility, and personal limitations with the resolve to improve where possible and accept where necessary.

SPIRITUALITY - A quality in individuals whereby each recognizes and accepts the importance of nurturing one's inner spirit, that creative force that transcends the human and the material.

THINKING - A condition in individuals whereby each continually strives to improve personal skills for mental manipulation of sensory perceptions to form knowledge, thoughts, reason, and judgments.

THE MINNESOTA STATE BOARD OF EDUCATION
PHILOSOPHY OF EDUCATION

WE BELIEVE . . .

. . . Every person can learn.

. . . Learning is a lifelong process.

. . . Every person must understand and accept self before he or she can become a contributing member of society.

. . . Each person has gifts which the education program must seek, identify, and help to maximize.

. . . Advancement of the human race requires individuals who are honest, responsible, compassionate, cooperative, creative, and competent.

. . . The state and local communities have a shared responsibility to assist each person in learning.

. . . Each community has a shared responsibility with parents for meeting the needs of each child.

. . . The community and its school system must continually look to and strive to meet the future education needs of society.

. . . The education system must assist each person to become functional in an increasingly global and interdependent world.

. . . The education system must lead people to value and accept a wide diversity in human behaviors, sophistication, and values.

. . . The education system must maintain high standards for responsiveness, human equity and system equity in the provision of educational opportunities.

. . . Decisions regarding planning, implementing, and maintaining learning opportunities must be vested as close to the individual learner as efficient use of public resources allow.

. . . School systems must implement programs that stress the intellectual development of each learner in concert with the spiritual, social, emotional, and physical development of the learner.

. . . School systems must model and nurture creativity in learners.

. . . School systems must maintain opportunities for all learners to develop competence in personally selected areas of human development.

. . . Professional educators have a responsibility to remain current with evolving knowledge about human growth and development, learning theory, and knowledge of subject matter.

. . . Professional educators and elected or appointed education policymakers have a responsibility to account to the public for the excellence of their efforts.

. . . Professional educators and elected or appointed education policymakers have a responsibility to use public resources prudently and efficiently.

. . . Staff employed in schools must model the behaviors they are assisting learners to develop.

MISSION FOR PUBLIC EDUCATION

As adopted by the Minnesota Legislative Commission on Public Education and enacted into law, Chapter 240, Laws of 1985

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

MISSION OF THE MINNESOTA STATE BOARD OF EDUCATION

The Minnesota State Board of Education will provide the vision, advocacy and leadership to improve significantly the quality of education throughout the state.

MISSION OFTHE MINNESOTA DEPARTMENT OF EDUCATION

The Minnesota Department of Education provides leadership, service, and regulation to maintain and improve an equitable, uniform and quality system of public education for all learners.

The Department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The Department provides service through informational and technical assistance that will improve the productivity and performance of students and staff, and provide opportunities for the development of the potential of all learners.

The Department regulates education by maintaining, interpreting, and enforcing Minnesota State Board of Education rules, and state and federal laws.

MINNESOTA STATE BOARD OF EDUCATION

LEARNER GOALS

The following learner goals are a general statement of the purpose for education, they describe the type of person who would graduate from a Minnesota school and are a model for local goal adoption.

A. To effectively participate in learning activities, each learner will master:

1. Reading literacy to gather information and data, gain perspective and understanding, and as a leisure activity;
2. Writing to explain, describe, and express a point of view and feelings;
3. Listening to gather information and data and gain perspective and understanding;
4. Speaking to explain, describe, express a point of view and feelings, and to discuss an issue;
5. Numerical literacy to apply arithmetic functions to life situations;
6. The use of a variety of tools, including electronic technology, to enhance learning;
7. Viewing and observing to gather information and data, gain perspective and understanding;
8. Self-expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding:

1. To participate in lifelong learning;
2. To live successfully within local, state, national, and world political and social structures;
3. To examine personal beliefs and values and their relationship to behavior;

4. To make ethical and moral decisions;

5. To be a responsible citizen of the community, nation, and the world;

6. To practice stewardship of the land, natural resources, and environment;

7. To know the impact of human life on nature and the impact of natural phenomena on human life;

8. To express self through artistic creation;

9. To know career options and the general education requirements for each;

10. To know world and national economic conditions to make informed decisions on consumer products, occupations, career needs and use of resources;

11. To select or prepare for a series of occupations which will personally satisfy and suit one's skills and interests;

12. To manage personal affairs;

13. To communicate and relate effectively in a language and about a culture other than one's own;

14. To know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

1. Compare, differentiate, and relate information and facts, and apply knowledge:

2. Combine various facts, situations, and theories to formulate hypotheses or develop solutions;

3. Critique and make judgments about materials, conditions, theories and solutions;

4. Generate and value creative alternatives;

5. Create musical, visual, and verbal images, and movement as a means of self-expression.

D. To value, understand, and accept human interdependence, each learner will be able to:

1. Seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;

2. Understand the interrelationships among complex organizations and agencies in modern society;

3. Understand society's responsibility for dependent persons of all ages in a manner consistent with the growth and development needs of those persons;

4. Understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand, and accept the diversity of humankind, each learner will be able to:

1. Base actions and decisions on the knowledge that individuals differ in many ways;

2. Base actions and decisions on the knowledge that values and behaviors differ from one social group to another;

3. Base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the society in which they were learned;

4. Judge other's actions with an understanding of the personal and social context of that action;

5. Understand people of other cultures through their visual and verbal arts, music, and creative movement;

6. Accept that there is more than one way of being human;

7. Base actions and decisions on the understanding that as individuals move from one society to another, they can learn lifestyles and can learn to behave appropriately in different societal contexts;

8. Act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills, and affect essential to:

1. Act in accordance with a basic ethical framework incorporating the values which contribute to successful community life such as honesty, fairness, compassion, and integrity;

2. Understand the importance of working in groups to achieve mutual goals;

3. Be able and willing to provide leadership in resolving personal and societal issues.

G. Each learner will be able to effectively resolve conflicts with and among others by:

1. Assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration and caring for other persons;

2. Acting on the belief that each individual has value as a human being and should be respected as a worthwhile person;

3. Resolving conflict in the manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origin by:

1. Understanding the origin, interrelationship, and effect of beliefs, values, and behavior patterns on world cultures;

2. Understanding one's own culture and historical heritage through the political, literary, aesthetic, and scientific traditions of the past;

3. Being familiar with the ideas that have inspired and influenced humankind;

4. Understanding the manner in which heritages and traditions of the past influence the direction and values of society.

I. Each learner will develop a positive attitude toward self demonstrated through:

1. A feeling of positive self-worth, security and self-assurance;

2. A willingness to live with one's strengths and weaknesses;

3. A knowledge of one's own body and a positive attitude toward one's own physical appearance;

4. Understanding that efforts to develop a better self contribute to the development of a better society;

5. Understanding that self-concept is acquired by interaction with other people;

6. Appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

1. Select appropriate personal learning goals;

2. Make decisions about one's life;

3. Plan, organize, and act to realize one's goals;

4. Accept responsibility for personal decisions and actions;

5. Work now for goals to be realized in the future;

6. Select viable alternatives for action in changing circumstances.

K. To cope with change, the learner will have the ability to:

1. Initiate appropriate change while respecting existing structures and concepts;

2. Tolerate ambiguity;

3. Understand that coping with change is a lifelong process;

4. Understand and accept the changing nature of work and the potential need to change careers several times;

5. Use career information and counseling services to make informed and satisfying vocational choices.

L. To lead a healthy, fulfilling life, each learner will:

1. Assume responsibility for one's own physical and mental health and safety by establishing a daily regime of positive behaviors which will maintain mental and physical health, and motor fitness;

2. Make informed decisions about health products and services;

3. Make a lifestyle which promotes healthful family living;

4. Understand public health measures and their effect on the individual, family, community, and the environment;

5. Be able to enjoy play-skill activities which include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction.

M. To lead a productive life and actively contribute to the economic well being of our society, each learner will develop the work readiness skills of:

1. Applying the basic skills of communications, computation, and scientific principles to real-life situations in a technological society;

2. Defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;

3. Leadership and citizenship skills necessary to succeed as an active agent in a changing work force;

4. Understanding employment opportunities, job seeking and keeping skills, and specific work skills as they relate to transition from school to economic productivity;

5. Developing pride in good work and expecting quality in products and services;

6. Adopting a positive attitude toward work, including an acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

Chapter 2

Language Arts Education

CHAPTER 2

Introduction and Goals

CHAPTER 2

Language Arts Belief Statements

Most significant in our humanness is our innate tendency to acquire language. Language is a tool by which we can satisfy our need to understand the world and through which we can understand how it acts upon us. Language also permits us to satisfy our human need for self-expression, and it is through that self-expression that we can find power to act upon our world. The very human processes of listening, speaking, thinking, reading, and writing are inextricably interrelated processes whose primary impetus comes from our need to understand and from our need to express ourselves.

We believe that the role of language arts educators is important to the ongoing development and refinement of skills related to students' processing and producing language. Furthermore, we believe that mastery of expression through language is not only a right of the students in our school systems, but also a necessity if we are to build an informed and functioning citizenry.

We believe students should be encouraged to make sense of their own world through listening, speaking, thinking, reading, and writing. Students should be encouraged to pursue their own interests and to utilize their own experience in language arts instruction. This will enhance their willingness to engage in these tasks and increase their feelings of success having done so. We also believe that there is no hierarchy or inherent separation among the language arts skills, but rather that the language arts are best recognized as interrelated processes that should be integrated with one another: we should teach reading and writing, writing with reading and listening, etc., and we should teach grammar, usage, and spelling through reading and writing instruction. The writing of one student provides engaging reading for another, and reading provides useful models for future writing. Likewise, drama provides a natural forum for integrating and expanding language arts skills. Students at all levels should have frequent opportunities to experience and create drama in the classroom. Not only are all these language functions mediated by thought, but in turn they interact with thought to enable higher functions in thinking.

Although we believe speaking, listening, thinking, reading, and writing to be interrelated processes that should be taught in an integrated manner, we also must address the uniqueness of each.

We believe that capabilities in the language arts have their base in oral language. Though oral language has its origins in the home, the school should encourage and enhance it. We believe that students can profit from instruction in both listening and speaking. Developing students' oral communication skills will empower students to function in a nation that depends upon its citizens' awareness and understanding of society, upon its citizens' ability to express their beliefs and views convincingly, and upon its citizens' ability to modify those beliefs and views having listened carefully to those of others.

We believe that reading should be comprehension-centered and students need to read and be read to daily. Moreover, students need to learn strategies for developing and monitoring their own comprehension. We believe that a language arts curriculum should strive to produce independent readers who value reading for personal learning and pleasure.

We believe that, in a society that often appears material, literature expands our view of the world through empathetic, ethical, and aesthetic explorations. Reading literature to examine our present world permits us to imagine alternative worlds. Hence we believe that the study of literature should not be a set of answers ending at the literate level. It should be rather a process of seeking answers, ways to improve our human condition, and alternative views of how we might better live.

We believe all students must be exposed to the literature from a variety of cultures so that they can increase cultural understanding in a world that increasingly needs that understanding. Furthermore, we believe that to avoid stereotyping, materials in the language arts curriculum must be designed and balanced so that male and females are fairly represented. In the same way, there must be consideration for other groups such as the aged and handicapped. Students should read literature in part to see a broad range of what might be possible for them in their futures.

We believe that students should learn to value their personal language at the same time as learning how to adjust that language for varied audiences and purposes. We believe that a language arts curriculum should stress the enjoyment of language through word play and enrichment of vocabulary. Furthermore, students should develop defenses against manipulative language and communication used to gain ends that are not necessarily in the best interest of the individual or of society. Students must master the art of gathering and processing information so that they may become critical and creative consumers of written, spoken, and visual messages.

We believe writing is important for the students' personal growth, learning, and communication. Writing should be taught as a language process including prewriting, drafting, sharing/responding, revising, editing, and publishing. Separate study of grammar and usage is of little value unless it is integrated with writing instruction. Students need to be involved in frequent and varied writing experiences that occur throughout the day.

Though we believe that the study of language and literature tempers the hard rationality of science and technology because it starts with the human experience, we also believe that science helps us to understand language functions and that technology may be applied in learning and using language arts skills.

We believe that curriculum should be responsive to the needs of students, teachers, individuals, and society rather than a program dictated by printed materials. Teachers should have an opportunity to use personal perspectives so that they may bring enthusiasm to their work. For this reason, rigid curricula and worksheets from published materials should be kept to a minimum.

We believe that students learn to write by writing, to read by reading, to listen by listening, to speak by speaking, and to think by utilizing each of these skills. A combination of practice and feedback, two prerequisites for learning, is enhanced through the use of small groups in the classroom. Through group approaches students extend and intensify their work in these important language arts skills.

Finally, although we believe that students should be developing language skills (listening, speaking, thinking, reading, and writing) throughout their school day, across the curriculum, and throughout their school years, the following curriculum document will concentrate on what should happen in the English language arts classroom.

There are many activities that are purported to "teach English," but we believe they are ineffective unless there are clear connections between these activities and the purposes that they serve. This document will be used to aid curriculum committees around the state in developing a common sense of their districts' purposes in teaching the language arts. It will provide formal and informal assessment tools, for curriculum improvement, it will present the concept of integrated outcomes, and it will give some sample plans for implementation of the suggested outcomes.

Dr. Linda Miller-Cleary
University of Minnesota-Duluth
May 1987

Integrated Language Arts

The traditional approach to language arts curriculum development consists of writing a separate curriculum for each communication strand (listening, speaking, writing, reading, literature, language study, drama, media arts). This has usually meant separate instruction of each strand as well. This document promotes an integrated approach based on **twelve key language arts concepts or organizers**—purpose, audience, patterns, choice/style, change/adaptation, invention, context/setting, mechanics/units, aesthetics, evaluation, responsibility, confidence.

Patterned after a similar integrated model developed for the **Minnesota Science Model Learner Outcome Document** (1988), these twelve concepts are traditionally valued in the language arts. Some concepts have been modified or extended slightly to support or reinforce their application to all four language modes. For example, "invention," a rhetorical strategy traditionally associated with speech and writing, has been extended to reading and listening in order to reinforce the preliminary planning or thinking that can or should precede any act of communication. Admittedly, some categories (e.g., "patterns") span all four modes more easily than others, but, even if imperfect, the point of the model is to emphasize the similarities between the modes and to teach to those similarities. This list is <u>not</u> considered complete or definitive and we encourage curriculum planners to further modify or extend these concepts in order to meet local needs, preferences or requirements. The definitions of the key concepts may also be modified to meet local preferences.

We think these concepts have numerous practical applications for teaching. In the recent ASCD publication, **Strategic Teaching And Learning: Cognitive Instruction In The Content Areas** (Jones et. al., 1987), strong emphasis is placed on the strategic teacher as a thinker and decision maker who organizes instruction for students in a way that permits them to construct their own meaning. The list of concepts we have provided is one way of organizing instruction in language arts so students can see the big picture and begin to understand and consistently apply those elements of language processing which are most important. Thus, for example, if students have an understanding of "purpose" as it applies to reading, they should be encouraged to deepen that understanding by also applying "purpose" to writing, speaking, and listening. Traditionally, we have not helped students make those connections and have left them to assume that reading and writing are as different from one another as grammar and geography.

Another instructional application for these concepts involves balance. If all 12 concepts are viewed as roughly equivalent in importance, then a teacher or curriculum director can assess the curriculum program to assure that one concept such as "mechanics" does not dominate while another (e.g., "aesthetics") is excluded.

We propose this integrated approach because increasing numbers of distinguished scholars, researchers, and practitioners advocate this way of teaching and learning the language arts.

Integration can be defined in at least three ways. It can mean:

1. teaching the language modes of listening, speaking, writing and reading together rather than separately.

2. teaching one of the language modes (e.g., reading) as an integrated whole rather than emphasizing its subskills.

3. teaching language skills through content subjects like science or social studies. (Wagner 1985)

We recognize that the integrative concept is complex and, perhaps, confusing, and that it runs counter to how language arts teaching and learning have usually been done.

To aid classroom application, Appendix 1 contains examples of lesson plans organized around the principle of integration. We trust that once teachers see these examples, integration will become less mysterious and they will be able to supply their own examples.

It is perfectly legitimate, **at times**, to teach a specific strand (e.g., writing) or a single subskill within that strand (e.g., placing a comma appropriately in a compound sentence). Some skills call for direct instruction, particularly when students are not progressing satisfactorily with those skills. Through an integrated approach we hope to avoid the unwarranted and unrealistic emphasis on single-skill instruction characterized by endless "fill-in-the-blanks" worksheets (often directed at lower achieving students) with no identifiable purpose or context for the skill.

We support all of the above approaches, but our orientation in this document is primarily toward the **first** definition: teaching the language modes of listening, speaking, writing, and reading together. As described earlier in this chapter, the four primary modes of communication (some include "viewing" as a fifth mode) mirror and support one another in an endless array of combinations. This interrelationship between communication modes has been documented a number of times by researchers, one of the first and clearest examples coming from Walter Loban's classic longitudinal study (1952-1965) of school children in Oakland, California:

> In successive years of the present study pupils at the third grade level who wrote well also ranked high in their use of oral language and in their reading... Those who are superior and above average on any of the three measures are also above average on the other two.
>
> Another interrelation already apparent at the third grade level is that those subjects who read well by the end of grade three are the subjects who have ranked high in oral language for the kindergarten and first three years of the study...not a single one of the twenty best readers in grade three is below the mean on oral language.
>
> (Loban, p. 69)

In more recent years, research practitioners like Donald Graves (1983) have graphically demonstrated the relationships between language modes by encouraging children to write, by showing how writing and reading support one another, and how talk supports writing and reading.

Apart from what research reveals, it also just makes good sense that a thought and linguistic-based activity like speech, when practiced and perfected, would have a positive influence on other thought and linguistic-based activities like reading and writing. They all rely on the development and transfer of thought through ordered expression. It also makes good practical sense in terms of instructional time to teach and practice these mediums of expression at the same time rather than at different times of the day.

Chapter 3

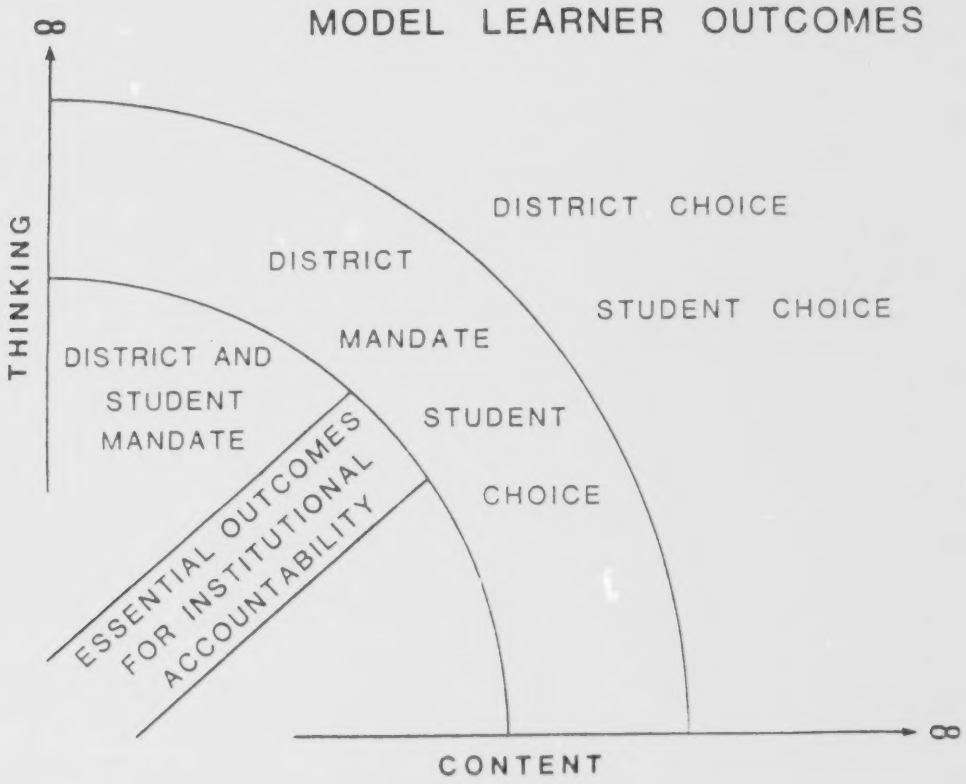
Language Arts Education

Model Learner Outcomes

CHAPTER 3

INTEGRATED LANGUAGE ARTS MODEL

LEARNER OUTCOMES: MODEL AND ESSENTIAL



Model learner outcomes represent a set of possible and valuable end results of instruction. The following are model integrated communication outcomes. Districts can and should develop their own learner outcomes to reflect local needs and beliefs. Each outcome is cross-referenced to a state board goal and, where applicable, to the state test item bank. Because the categories are in most cases not mutually exclusive, some outcomes are repeated under more than one category.

Included in the communications model learner outcomes are those specified by the State Board of Education as essential outcomes. These outcomes are a limited sample of the communications outcomes and are **underlined** in this chapter. The essential outcomes are central to understanding the subject, of lifelong importance to the learner, and, according to PER legislation, must be incorporated into each district's listing of communications learner outcomes.

The state has developed assessment procedures and has set standards for these outcomes. These procedures will be used by the state in its 4-year testing cycle. This assessment is carried out on a sample basis at three grade levels to determine how well the state as a whole is performing in the essential outcomes. The procedures are given to a sample of students in a stratified-by-size sample of districts.

MODEL INTEGRATED OUTCOMES FOR LANGUAGE ARTS

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	I. PURPOSE		
	Purpose relates to why the communication is taking place. What is to be accomplished? For example, one may read, write, speak or listen to entertain or be entertained. Purpose helps establish criteria for the organization, style, content, and length of the communication act.		
A, B.1,	The student will know and apply the criteria for communication acts (e.g., organization, audience, style, content, length).	Knowing, Applying	
A.2, B.8, C.5	***WRITING***	Applying, Integrating	
	1. Use language to identify audience and purpose clearly before composing.		
	2. Develop a style appropriate to purpose and audience.		
	3. Share writing to determine if specific criteria have been met.		
	4. Use writing for various purposes.		
A.1	***READING***	Applying, Integrating	
	1. Set purposes for reading various materials.		
	2. Use various reading strategies and rates according to the type, purpose, and difficulty of the materials being read.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.4, A.8, B.8, C.5	***SPEAKING***	Applying, Integrating	
	1. Demonstrate the five functions of oral communication (ritualizing, controlling, feeling, informing, and imagining) using appropriate clarification of purpose.		
	2. State goals for a group (small group communication).		
	3. Speak to a variety of purposes (public communication): show and tell, oral report, demonstration, information speech, personal experience, storytelling, oral interpretation, etc.		
A.3	***LISTENING***	Applying, Integrating	
	1. Apply listening skills in a variety of contexts for several purposes.		
	2. Adjust listening behavior to communication purpose.		

II. AUDIENCE

The concept of audience addresses for whom the communication is intended and causes the communication act to be shaped accordingly. Is it for children? Is it for adults? Is the audience likely to be informed or uninformed, interested or uninterested in the topic?

A, B.1, B.8, C.3, C.4, C.5, M.1	The student will know the needs of varied audiences and demonstrate the use of communication appropriate to those needs (age, interest, background knowledge, formal/informal setting, group size).	Knowing, Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.2, B.8, C.4, C.5,, E, H, I.5	***WRITING***	Applying, Integrating	
	1. Use language to identify audience clearly.		
	2. Develop a style appropriate to audience.		
	3. Organize according to audience.		
	4. Share writing at various stages of the writing process.		
	5. Distinguish between writing that is private and writing which is to be shared.		
	6. Apply the conventions of writing to show appropriate consideration for the reader.		
	7. Select and refine writing appropriate to specific audiences.		
A.1, C.5, D.1	***READING***	Applying, Integrating	
	1. Provide a caring, considerate, and critical audience for shared writing.		
	2. Be conscious of a writer's adaptation to audience.		
A.4, B.8, C.4, C.5, D.1, E, H, I.5	***SPEAKING***	Applying, Integrating, Affective, Multicultural, Gender Fair	
	1. Demonstrate the five functions of oral communication (ritualizing, controlling, feeling, informing, and imagining) using appropriate adaptation to audience.		
	2. Take into account another's point of view when communicating with that person (interpersonal communication).		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	3. Encourage others to participate in conversation (interpersonal communication).		
	4. Recognize the difference in interpersonal communication in different cultures or societies.		
	5. Help develop cooperation (small group communication).		
	6. Identify audience characteristics and adapt to audience needs (public communication).		
A.3, I.5	*LISTENING*	Applying, Integrating, Affective	
	1. Be conscious of the impact a listener has on the speaker or performer.		
	2. Explain the effect of the audience on the listener's own responses.		

III. PATTERNS

Most communication acts adhere to some type of pattern or method of organization. These patterns can range from the rigid and tightly defined (e.g., the sonnet), to the less constrained (e.g., the informal essay, the public speech) to the spontaneous and largely undefined (e.g., free verse poetry or informal conversation). Patterns tend to enhance communications by establishing "rules" which guide the behavior and expectations of senders and receivers.

A, B.8, M.1	The student will know and demonstrate the forms of communication (organization, patterns, modes of expression).	Knowing, Applying	

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.2, B.8, C.1 C.4	***WRITING***	Applying, Integrating	
	1. Rearrange words, sentences or paragraphs to produce a more convincing order of explanation.		
	2. Organize according to purpose and audience.		
	3. Place paragraphs appropriately within the larger structure.		
	4. Write paragraphs in a variety of composition types: narration, description, exposition, persuasion, etc.		
A.1. C.1, C.3	***READING***	Applying, Integrating	
	1. Distinguish narrative writing from expository writing.		
	2. Identify organizational patterns such as enumeration/simple listing, cause-effect, problem-solution, comparison-contrast, opinion-example, circle, cumulative, repetitive, episodic.		
	3. Identify and apply organizational patterns found in content areas such as social studies, science, mathematics, literature, and the various vocations.		
A.4, B.8, C.1	***SPEAKING***	Applying, Integrating, Affective	
	1. Demonstrate the five functions of oral communication using appropriate development of ideas.		
	2. Identify and apply organizational patterns such as enumeration/simple listing, cause-effect, problem-solution, comparison-contrast, circle, cumulative, repetitive, episodic.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	3. Interrupt another's conversation appropriately (interpersonal communication).		
	4. Balance conversation between overtalking and undertalking (interpersonal communication).		
	5. Distinguish between conversation and formal discussion (small group communication).		
	6. Develop an agenda (small group communication).		
	7. Organize a topic using standard outline format (public communication).		
A.3, C.1	***LISTENING***	Applying, Integrating	
	1. Recall simple sequences of words and concepts.		
	2. Identify sequence in plot development, character development, and speaker argument.		
	3. Identify the organizational pattern of the spoken message (e.g., cause-effect, opinion-example, etc.).		
	4. Discriminate between organized and unorganized linguistic features in oral communication (e.g., words, sentences, paragraphs, etc.).		

IV. CHOICE/STYLE

Communicators, based largely on considerations of audience and purpose, make a host of choices, some of them conscious and some of them unconscious.

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	Most of the choices have to do with language, types of words, length of words, number of words. In the case of speakers, the choices can also deal with such things as gesture and dress. Added together, these choices constitute style.		
A, B.1, B.8, C.1, C.2, C.3, C.4, C.5	The student will, knowing the audience and the purpose, make choices about language use and expression of style (e.g., gestures, dress, word choice, mode—oral, written, typed).	Knowing, Applying, Psychomotor, Affective	
A.2, A.6, B.1, C.4, C.5	***WRITING***	Applying, Integrating, Psychomotor	
	1. Develop a style appropriate to purpose and audience (includes appropriate synthetic structures, concreteness in word choice, and appropriate figurative language).		
	2. Reinforce skills to communicate legibly and efficiently: handwriting, typing, word processing.		
	3. Use clear, concrete and appropriate language.		
A.1, B.1	***READING***	Knowing, Applying Integrating, Multicultural, International	
	1. Recognize and understand literary elements such as style.		
	2. Recognize and understand literary devices (e.g., metaphors, rhythm, tone/mood, etc.).		
	3. Become familiar with and be able to identify works of a variety of authors, illustrators, and themes.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.4, B.1, C.4, C.5	***SPEAKING***	Knowing, Applying Integrating, Psychomotor, Affective	
	1. Use clear, concrete, and appropriate language.		
	2. Use facial expression, space, visuals, touch, time, voice quality and volume, dress.		
A.3, B.1	***LISTENING***	Knowing, Applying, Integrating, Affective	
	1. Recognize tone and mood.		
	2. Listen for rhythm.		
	3. Listen for the speaker's style.		
	4. Decode the style of the presentation, i.e., language choice and nonverbal cues.		
	5. Evaluate loaded words, slogans, word choices, vocal intonations, and nonverbal cues.		
	6. Manage defense perceptions (e.g., emotionally charged message).		

V. CHANGE/ADAPTATION

Either as receivers or producers of language, good communicators continually change and adapt as purpose, audience or context change. A reader, needing only surface information, will skim a text rather than read for detail. A speaker may raise or lower voice level or shorten or lengthen the text depending upon the size of the room or the time of the day. Change can also be viewed from the perspective of regional diversity, cultural diversity, or historical change in language.

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A, K.1, K.3, J.6	The student will demonstrate understanding of change by adjusting communication acts as purpose, audience, or context change.	Knowing, Applying Integrating, Affective	
A.2, B.1, B.8, C.1, C.4, I.5, K.1	***WRITING***	Applying, Integrating	
	1. Add words to fill out meaning.		
	2. Combine sentences to create more varied, pleasing prose.		
	3. Rearrange words, sentences or paragraphs to produce a more convincing order of explanation.		
	4. Organize according to purpose and audience.		
	5. Share writing to determine whether specific purposes have been achieved.		
A.1, B.1, C.1 K.1	***READING***	Knowing, Applying, Integrating	
	1. Use various reading strategies and rates according to the type, purpose, and difficulty of the materials being read (e.g., skimming, scanning, rereading, analyzing).		
	2. Use various study techniques for retention purposes (e.g., SQ3R, cognitive mapping, summary statements, etc.).		
	3. Identify and apply organizational patterns found in various reading materials (e.g., science, social studies, mathematics, etc.).		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.4, C.4, D.1, E.1, E.6, G.2,	***SPEAKING***	Knowing, Applying, Integrating, Affective, Multicultural, International	
	1. Recognize and respond appropriately to another's point of view when communicating with that person (interpersonal communication).		
	2. Identify ways to improve one's own interpersonal relationships (interpersonal communication).		
	3. Recognize and respond appropriately to the difference in interpersonal communication within and among different cultures or societies.		
	4. Know when a message is not understood (interpersonal communication).		
	5. Identify causes of breakdowns in groups (small group communication).		
	6. Adapt presentations to time limits and physical environments (public communication).		
	7. Adapt to audience size.		
A.3, B.1, C.1	***LISTENING***	Knowing, Applying Integrating	
	1. Seek interest level in all topics (comprehensive listening).		
	2. Paraphrase varying types of messages (comprehensive listening).		
	3. Master varying types of notetaking (comprehensive listening).		
	4. Identify the organizational pattern of the spoken message (comprehensive listening).		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	5. Practice control of internal monologue (i.e., inner speech).		
	6. Practice elimination of aural and/or visual distractions during the spoken presentation.		

VI. INVENTION

A concept which is part of the ancient rhetoric of Aristotle, invention deals with discovery or the act of developing ideas about a topic. Before writers or speakers can communicate they must figure out what they have to say.

A, C, J.6	The student will understand and demonstrate strategies for generating ideas and for unlocking a topic.	Knowing, Applying Integrating
A.2, A.7, B.1, B.8, C.1, C.4, C.5, E.6	***WRITING***	Applying, Integrating, Affective
	1. Use personal experiences to discover and generate new ideas.	
	2. Use thinking, listening, speaking, and reading skills to discover ideas before composing.	
	3. Use various group and individual strategies to discover and generate ideas, organize thoughts, and clarify relationships before composing (e.g., brainstorming, rush writing, webbing, clustering, etc.).	
	4. Use language to stimulate the senses and reach for words before composing.	

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.1, C.1, C.2, C.3	***READING***	Applying, Integrating	
	1. Construct questions to be answered before reading.		
	2. Predict and verify outcomes.		
A.3, A.4, C.1, C.4, C.5	***SPEAKING***	Applying, Integrating	
	1. Analyze a topic for discussion (small group communication).		
	2. Use personal experience to develop group or individual strategies (research, brainstorming) to discover ideas for speaking.		
	3. Identify materials (verbal and visual) to support ideas.		
A.3,B.1, C.1, C.3	***LISTENING***	Applying, Integrating	
	1. Construct standards for effective listening.		
	2. Anticipate listening purpose and context in preparation for listening.		

VII. CONTEXT/SETTING

If purpose deals with the reason for the communication act, then context deals with where it happens. Where can mean the physical location, but it can also relate to other factors, such as time and culture. Oral communication, particularly, can be influenced greatly by the size, shape, location, and other conditions of the space where the communication is taking place.

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A, B.1, B.8 C.1, C.3, C.4, C.5, J.6	The student will understand and demonstrate appropriate communication for specific time, place, and audience.	Knowing, Applying	
A.2, A.6, B.8, C.1, C.4, D.1, J.6	***WRITING***	Knowing, Applying, Integrating	
	1. Distinguish between writing which is private and writing which is to be shared.		
	2. Recognize that there are different means of publication (i.e., bulletin boards, newspapers, oral reading).		
	3. Select and refine writing appropriate to specific audiences.		
A.1, C.1, C.3, E.1, J.1	***READING***	Applying, Integrating, Multicultural	
	1. Select appropriate reading material for specific time, place, and culture.		
	2. Select reading material appropriate to limitations of time and physical setting.		
A.4, C.1, C.4, D.1, E.8, J.6	***SPEAKING***	Knowing, Applying, Integrating, Affective, Psychomotor	
	1. Recognize the effects of physical environment and non-verbal behaviors and respond appropriately.		
	2. Adapt presentations to time limits and physical environments.		
	3. Identify audience characteristics and adapt to audience needs.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.3, E.8	***LISTENING***	Applying, Affective, Psychomotor	
	1. Explain the effect of the audience on the listener's own responses.		
	2. Practice elimination of aural and/or visual distractions during the spoken presentation.		

VIII. MECHANICS/UNITS

Sometimes called skills, mechanics or units are the building blocks or parts of each communication act. In reading, they would include phonics. In writing, they would include grammar, punctuation, and spelling. In speaking, they would include diction and delivery.

A, B.1, M.1	The student will know, use, and value the building blocks of communication.	Knowing, Applying, Affective	
A.2, C.1, M.1	***WRITING***	Knowing, Applying	
	1. Use a variety of strategies for becoming a successful speller.		
	2. Build sentences to achieve the desired meaning and effect.		
	3. Use paragraphs to order information conveniently for readers.		
	4. Apply the most obvious capitalization rules.		
	5. Use accurate punctuation to achieve clear meaning.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	6. Apply grammar and usage standards in a way that is consistent with setting and purpose.		
	7. Use the conventions of edited American English when called for in written work.		
	8. Consult a handbook for the application of more obscure rules.		
	9. Develop skills to communicate legibly and efficiently: handwriting, typing, word processing.		
A.1, C.l, M.1	***READING***	Knowing, Applying	
	1. Recognize appropriate words by sight.		
	2. Demonstrate knowledge of the basic classes of sound-symbol correspondence.		
	3. Demonstrate knowledge of structural analysis.		
	4. Demonstrate comprehension of written discourse of various lengths and styles (e.g., main ideas, details, directions, sequence, comparisons, etc.).		
	5. Identify organizational patterns (e.g., cause-effect, problem-solution, comparison-contrast, etc.).		
A.4, C.1, I.6, M.1	***SPEAKING***	Applying, Psychomotor	
	1. Use clear, concrete, and appropriate language.		
	2. Use appropriate voice quality and volume.		
	3. Use appropriate facial expression and posture/body position.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	4. Use space and time appropriately.		
A.3, C.1, M.1	*LISTENING*	Applying, Integrating, Psychomotor	
	1. Hear sounds on a conscious level.		
	2. Comprehend meaning of verbal messages.		
	3. Control intake of stimuli.		
	4. Recognize the physical process of aural and/or visual stimuli (e.g., words, voice cues, non-linguistic sounds, non-verbal cues, etc.).		
	5. Manage defense perception.		
	6. Discriminate between organized and unorganized linguistic features in oral communication.		
	7. Practice elimination of aural and/or visual distractions during the spoken presentation.		
	8. Use appropriate verbal and non-verbal feedback.		

IX. AESTHETICS

This concept deals with the semantic, accentual, and rhythmic beauty of language, the appreciation for language as art and the manner in which it can touch the senses.

A.8, B.8, C.5	The student will engage in language play for the purpose of building images.	Applying, Integrating, Affective	

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.2, A.8, B.1 B.8, C.1, C.3, C.4, C.5, E.6, M.1	***WRITING***	Applying, Integrating Affective	
	1. Use language to stimulate the senses and reach for words during pre-writing.		
	2. Combine sentences to create more varied, pleasing prose.		
	3. Engage in language play for the purpose of building images, inventing words, making implausible connections.		
	4. Compose poetry and short stories.		
	5. Use descriptions to enhance narration.		
	6. Compose fantasies.		
A.1, B., B.8, C.1, C.3, C.4, E.6	***READING***	Knowing, Applying Integrating, Affective, Multicultural	
	1. Distinguish narrative writing from expository writing.		
	2. Distinguish reality from fantasy.		
	3. Listen to and read literature for personal enjoyment.		
	4. Reflect upon and connect literature to oneself through feelings and emotions.		
	5. Become familiar with the work of a variety of authors and illustrators.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.4, A.8, B.1, B.8, C.1, C.4, C.5, E.6	***SPEAKING***	Applying, Integrating, Affective	
	1. Engage in fantasizing.		
	2. Engage in dramatizing.		
	3. Engage in storytelling.		
	4. Engage in imaging.		
A.3, B.1, B.8, C.1, C.4, E.6	***LISTENING***	Applying, Integrating, Affective	
	1. Value listening for enjoyment, recreation, and pleasure.		
	2. Use listening to visualize.		
	3. Listen to recognize tone and mood.		
	4. Listen for rhythm.		
	5. Listen for the speaker's style.		
	6. Listen to understand the effect of the speaker's or reader's vocal qualities and physical action.		

X. EVALUATION

In order to improve, communicators need standards for judging their communication acts, and they need to be able to apply those standards clearly and consistently to themselves and to others.

C.3, I.1, I.2	The student will know and apply the standards for judging communications.	Applying, Integrating
	The student will judge personal strengths and weaknesses as an evaluator.	

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.3, A.6, A.7, C.1, C.2, C.3, L.5	***WRITING***	Applying, Integrating	
	1. Share writing at various stages of the writing process to determine whether specific purposes are being achieved.		
	2. Provide constructive feedback for others' writing.		
	3. Seek help with editing and polishing by sharing writing with others.		
A.1, A.6, A.7, C.1, C.2, C.3	***READING***	Applying, Integrating	
	1. Critically interpret reading material.		
	2. Evaluate the message of the text or of various incidents or elements of the text.		
	3. Recognize and evaluate propaganda techniques and biased writing styles in printed materials.		
	4. Interact with literature using descriptive, analytic, classificatory, interpretative, and evaluative responses.		
A.4, A.6, A.7, C.1, C.2, C.3	***SPEAKING***	Knowing, Applying Integrating, Affective	
	1. Develop sensitivity, confidence, and skill in controlling or influencing behavior through critiquing.		
	2. Describe own communication strengths and weaknesses.		
	3. Identify ways to improve own interpersonal relationships.		
	4. Identify causes of breakdowns in groups.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.3, A.6, A.7 C.1, C.2, C.3	*LISTENING*	Applying, Integrating	

1. Decode the style and content of the presentation.
2. Construct standards for effective listening.
3. Identify and evaluate speaker's purpose.
4. Evaluate loaded words, slogans, word choices, and vocal intonations.
5. Evaluate speaker bias and credibility.
6. Critically evaluate hidden assumptions in the spoken presentation.
7. Synthesize the critical arguments and concepts of the spoken message.
8. Evaluate own ability to recognize the physical process of aural and/or visual stimuli.
9. Evaluate own strengths and weaknesses as a listener.

XI. RESPONSIBILITY

Each communicator needs to take primary responsibility for the success of his or her communication act because no one has direct control over the other party. It does not pay, therefore, for a listener to blame a speaker for a bad speech or for a writer to blame a reader for a bad text. As communicators change in role from reader to writer to speaker to listener, they must use the skill and knowledge they possess to make each communication act successful. Responsibility also includes the ethical dimension of using language in a just and fair manner.

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
B.3, B.4, C.3 M.1	The student will use language in a moral and ethical manner.	Applying, Integrating, Multicultural, Gender Fair	
	The student will produce and respond to language effectively.		
A.2, A.8, B.1, C.1, L.5	***WRITING***	Applying	
	1. Share writing at various stages of the writing process to determine if specific purposes are being achieved.		
	2. Provide constructive feedback for others' writing.		
	3. Apply the conventions of writing so as to show appropriate consideration for the reader.		
A.1, B.1, C.1	***READING***	Applying, Integrating Affective	
	1. Set purposes for reading various materials.		
	2. Use various reading strategies and rates according to the type, purpose, and difficulty of the materials read.		
	3. Use notetaking and outlining techniques to obtain maximum information from various reading materials.		
	4. Use study techniques for retention purposes (e.g., SQ3R, cognitive mapping, mnemonic devices, etc.).		
	5. Develop an excitement and enthusiasm for reading that will result in reading becoming a lifelong activity.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.4, A.8, B.1, B.3, C.1, C.4, L.5	***SPEAKING***	Applying, Integrating Affective, Multicultural, Gender Fair	
	1. Develop awareness of self as communicator.		
	2. Define reasons for own behavior.		
	3. Recognize responsibility for making choices.		
	4. Create self-interest in communication situations.		
	5. Take into account another's point of view when communicating with that person.		
	6. Encourage others to participate in conversation.		
	7. Initiate conversations with others.		
	8. Help develop cooperation in groups.		
	9. State ideas clearly to an audience.		
	10. Adapt presentations to time limits and physical limitations.		
	11. Identify audience characteristics and adapt to audience needs.		
A.3, B.1, C.1	***LISTENING***	Applying, Integrating Affective, Psychomotor	
	1. Ask questions to check for exactness in meanings sent and received.		
	2. Practice vocabulary development in order to enhance comprehension.		
	3. Maintain a listening log.		
	4. Outline basic information of the message in written form.		

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	5. Seek interest level in all topics.		
	6. Construct standards for effective listening.		
	7. Take the time to listen to someone else's concerns.		
	8. Control intake of stimuli.		
	9. Practice elimination of aural and/or visual distractions during the spoken presentation.		

XII. CONFIDENCE

Communication improves with confidence. Confident readers read fluently and with good comprehension. Confident speakers speak with poise and clarity. All teaching and learning in languages arts should be directed toward building confidence.

B.1, I.1, I.4, I.5	The student will build sensitivity and confidence in self and others by being an effective producer and consumer of language.	Applying, Integrating
A.2, A.7, B.8 C.1, C.3, C.5, L.5	***WRITING***	Applying
	1. Share writing at various stages of the writing process.	
	2. Provide constructive feedback for other's writing.	
A.1, A.7, C.1, C.3	***READING***	Applying, Integrating, Affective
	1. Develop confidence in reading aloud.	

SBE LEARNER GOALS	LANGUAGE ARTS, READING LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	2. Develop an excitement and enthusiasm for reading.		
	3. Listen to and read literature for personal enjoyment.		
	4. Derive meaning and value from a text by reflecting and connecting literature to oneself.		
A.4, B.8, C.3, C.5, F.2, I.1	***SPEAKING***	Applying, Integrating, Affective	
	1. Build pride and self-worth (intrapersonal).		
	2. Demonstrate confidence in one's own communication abilities (intrapersonal).		
	3. Demonstrate increasing confidence in talking to others (interpersonal).		
	4. Lead peer-related activities (small group).		
	5. Speak with increasing confidence, poise, and clarity (public or large group).		
	6. Develop sensitivity, confidence, and skill in controlling or influencing behavior through critiquing (all contexts).		
A.3, B.1	***LISTENING***	Applying, Affective	
	1. Share message content in a non-judgmental manner.		
	2. Recognize speaker's needs.		
	3. Ask questions to provide support.		
	4. Recognize the sensitivity of both speaker and listener.		

Chapter 4

Language Arts Education

Transposing Model Learner Outcomes Into Curriculum

CHAPTER 4

Transposing Model Learner Outcomes in Curriculum

PROGRAM PLANNING

Organizing The Big Picture

1. Set out a **plan**, however tentative, before planning inservice, writing any curriculum, or reviewing materials for purchase. Include a timetable, available resources, and a list of who is responsible for what.

2. Consider **all** these components when developing a comprehensive plan:

   - **curriculum** (written scope and sequence for the discipline)
   - **delivery** (process of organizing for instruction)
   - **staff development** (involving staff in strategies for assessing and teaching the written curriculum)
   - **teaching/learning environments** ("climate," includes class size, administrative/peer support, physical room arrangement, etc.)
   - **teaching/learning materials** (texts, software, etc.)
   - **communication** (how to get information about stages of program planning to all people affected by it.)
   - **evaluation** (how to determine whether the program works)

3. Provide effective leadership:

   - a committee chair with the time, resources, and authority to complete the task well
   - committee members who have collegial respect and communicate well; possibly a mix of new and experienced teachers
   - committee members who know "up front" what their responsibilities, time commitment, and compensation are

•a committee that is small enough to be manageable, but large enough to be representative of the groups affected by the curriculum work (teachers, administrators, parents, students)

4. Don't be concerned if some steps overlap. Concurrence is a natural part of program planning. For example, even though staff development is listed after curriculum and delivery in Point 2, it makes sense to begin attending to staff development as curriculum priorities emerge. This will help develop building-level involvement which may ease formal implementation of the new program.

(NOTE: The **Minnesota Department of Education Coordinated Model**, an eight-part document, contains more detailed program planning information.)

PROGRAM REVIEW

The Dream

1. Start with "what ought to be" and move to "what is." The reverse tends to focus attention on past or present problem areas. This locks a committee into a demoralizing mentality that doesn't allow for fresh and innovative thinking.

2. Ask "If everything were working well, what kind of students would we be producing?" Brainstorm a list of desirable student traits/outcomes for all age groups. Follow brainstorming rules: all ideas worthy, don't judge, sky's the limit, etc.

3. Ask "In an ideal world, what would have to be in place, programmatically, to achieve these desirable outcomes?" Brainstorm another list around the seven program planning/development categories for a comprehensive plan.

4. Leave the lists for the time being or go back and identify some priorities.

The result of these steps, if allowed to go forward unconstrained, will be a vision of the future which shapes and directs all steps and stages of the curriculum process. Working toward a vision often energizes, motivates, and challenges staff members.

The Assessment

The next step is to assess the current status of the seven areas of a comprehensive plan.

1. Identify both strengths and needs. This gives evidence of what deserves continued recognition, support, and celebration (acknowledging past work is important) as well as what needs to be changed or improved.

2. Determine the system's capacity for change. Some things may need change, but the system may not be able to respond for a variety of reasons.

3. Determine, based on time and resources, whether you need a detailed or general assessment. The former may arouse more interest by involving more people and will establish a richer, more reliable database. The latter, if too general, runs the risk of yielding false or incomplete information.

   Assessment instruments/procedures can include all or some of the following: surveys, questionnaires, checklists, interviews, formal meetings, forums, informal discussions, test results, samples of student work, and follow-up studies. Of course, sampling procedures can be used with many of the above activities to lighten the task while maintaining credibility.

4. Use shortcuts, for example:

   •existing data about programs

   •assessment instruments designed to gather information about more than one subject

   •modifying or eliminating certain of the seven program development categories if your committee thinks it knows enough already

5. Display the assessment data in simple formats for easy reviewing and sharing. Here is one sample format for assessing curriculum (student performance).

CURRICULUM ASSESSMENT

Documented Strengths (test scores, student work samples, etc.)

1. Tenth grade students score above the national mean in 8 of 11 reading comprehension categories.
2. _____
3. _____

Documented Weaknesses

1. In writing samples, students show a consistent inability to document opinion.
2. _____
3. _____

Perceived Strengths (interviews, surveys, etc.)

1. Students at all levels have very few problems with the mechanics of writing.
2. _____
3. _____

Perceived Weaknesses

1. Opportunities for dramatic expression are lacking.
2. _____
3. _____

6. Compare the ideal "what could/should be" list with conclusions drawn from the "what is" assessment data. Code or classify conclusions by program development category (curriculum, delivery, etc.)

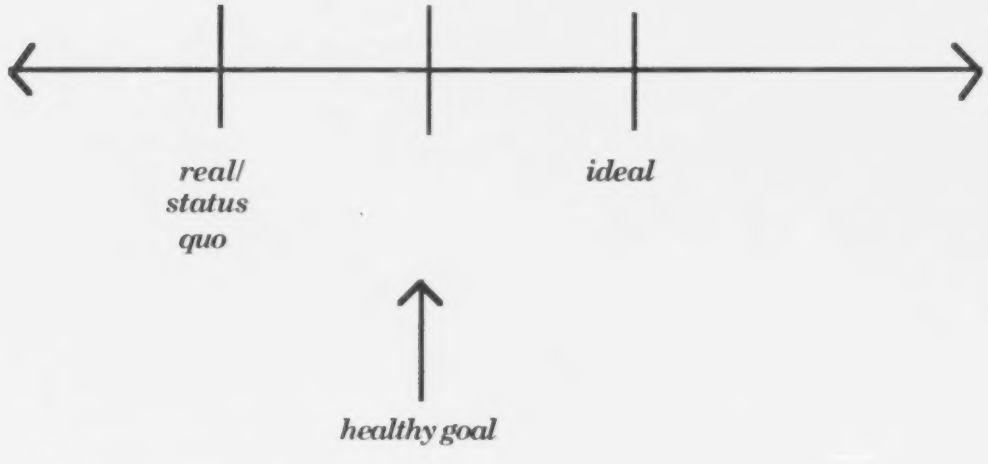
At this point, comparisons could be made to the "ideal state" brainstormed in Step I and conclusions drawn regarding the relationship between "what is" and "what could be." Conclusions could also be coded or categorized under each of the seven parts of program development (i.e., curriculum, staff development, etc.).

The needs assessment or program review should provide a fairly realistic appraisal of the status quo. That, combined with the vision of the ideal product, gives the committee a useful road map for future work.

Sometimes committees reach too far in the program development process and stretch teachers beyond their capability to change. The result can be instructional programs which are poorly understood — even resented — and poorly implemented. A clear example of that occurred in the late 1960s and early 1970s when many districts across the country adopted transformational grammar programs only to have them fail because most teachers were unprepared or unwilling to teach anything but traditional grammar.

More often, however, committees do not reach far enough. This results in clutching tightly to the familiar and ignoring new and potentially better approaches.

This simple graphic illustrates the usefulness of comparing the real with the ideal:



The real and ideal arbitrary points on the line provide references for setting the sights of the committee. Constructive change, particularly in schools, comes slowly, sometimes painfully so. Therefore, attempts at dramatic change are usually unwise. While change is desirable, it needs to happen in small increments unless somewhat unique circumstances prevail (i.e., the district employs a high percentage of change-oriented faculty, or the district enjoys a healthy fund balance, or things are so bad that dramatic change is the only answer).

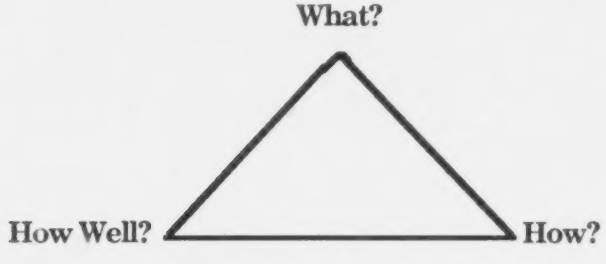
Program review, while time consuming and somewhat expensive, can more than pay for itself if it helps lead to a program that meets the needs of students while being sensitive to the political realities of the district.

PROGRAM DEVELOPMENT

CURRICULUM, INSERVICE, EVALUATION

The practice in schools has often been to "write" curriculum and then assume the job is done. From that perspective, program building and curriculum writing are the same thing. It is also common practice to assume that purchasing textbooks is program building. The point is that **a program** is much bigger than a written curriculum or a set of books. Though important, both are just two pieces of the larger puzzle.

If, however, one were to set priorities, the written curriculum — meaning clearly stated goals and learner outcomes — would be of primary importance. The following triangle serves to illustrate:



The "What?" represents written curriculum, whose goals and learner outcomes tell what is intended for students or what it is that students will know, value, and be able to do as a result of instruction. As our expressed reason for being, the "What?" needs to shape and influence every other part of the program.

The "How?" represents delivery of written curriculum. Components include instructional practices, scheduling of students' and teachers' time, and instructional materials. To be most relevant and effective, design them to support the goals of the written curriculum. For example, if comprehension represents an important reading goal, it would be unwise to select textbooks and supplementary materials which are weak in that area.

The final angle, representing evaluation, also needs to support and reflect the written curriculum or the goals of the written curriculum will get lost or subverted. A simple example is the tendency to write curricular goals which stress "self-expression," but use evaluation instruments which ignore expression and instead stress knowledge of grammar. Obviously, the interdependent nature of the program parts and the need to coordinate and integrate the program development process are essential considerations in curriculum work.

Given a clear understanding of the role of the written curriculum, the committee can then move through the steps listed in the sample plan, starting with an analysis of the results from the program review.

It is essential to ascertain **what is currently being taught**. If the program review did not yield enough information about that question, some additional probing may be needed. That probing can be very detailed, as in curriculum mapping, where every outcome is accounted for, or can be as simple as having teachers list their priority goals or topics. Once a representative sample of current curricular priorities is assembled, it is possible to review the list for obvious gaps or overlaps in the program.

In addition, the committee needs to be alert to current theory and practice in the field. What is the status of thinking skills? Are the latest views on comprehension being examined? How are the language arts being integrated? Is less time being spent on grammar as an isolated skill? These kinds of issues may have been addressed in the program review stage. If not, they need to be looked at now and incorporated into the comparison between the real (status quo) and the ideal. **In other words, it is important to know the status of the district with respect to current views about curricular priorities.** If, for example, the writing curriculum is still largely grammar-based, movement toward a process-based writing curriculum will take more time.

At this point, the committee should have a prioritized list of additions or changes which it wishes to include in the new curriculum. **No curriculum writing should occur until this preliminary work has been accomplished.** To start writing/revising before this work has been done risks building a curriculum that is disconnected from the past or uninspired by the future — a curriculum that is either too strange or too meek to serve the needs and interests of students and teachers.

In summary, a simplified view of the curriculum stage of program development might look like this:

Phase One:

Review status of district curriculum and examine current theory and practice.

Phase Two:

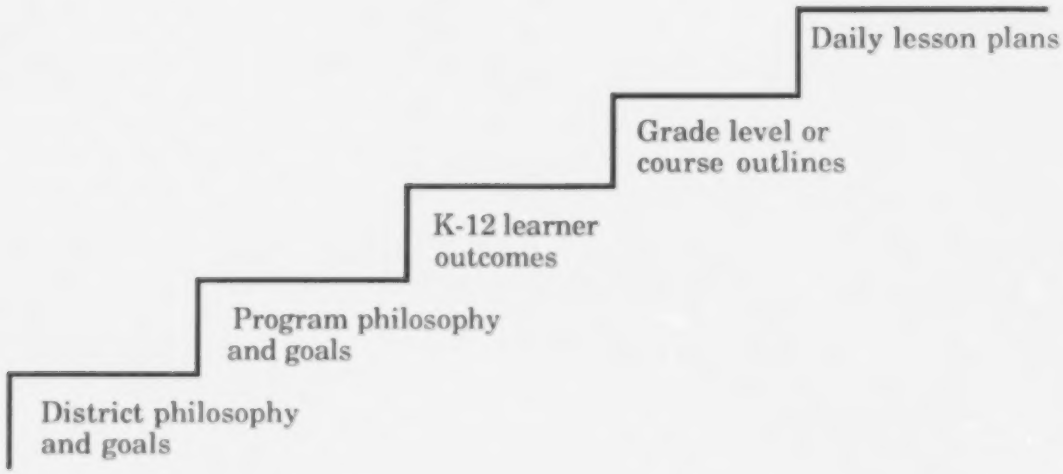
Compare current program with current theory and practice and identify priority changes or additions (if any).

Phase Three:

Write/revise the curriculum.

Four-Step Model for Curriculum Writing

Having now reached the curriculum writing stage, a model may be helpful for suggesting the next steps:



1. Review board philosophy and goals.

If not done during the program review, check the school board's overall philosophy and goals to see if they mention communication or language arts. Often the communication skills are listed among the district's highest priorities. If so, build from that base in establishing the program's mission or philosophy. If strong language concerning

communication skills is in the board goals, it makes sense to use that to the committee's advantage whenever possible. If there is no mention of communication skills in the board goals, the committee may want to assist the board in correcting that omission.

2. Develop mission/philosophy and major goals.

The purpose of a mission or philosophy (we do not choose to make a distinction) is to **declare, clearly and boldly, why language arts is included in the district's general curriculum**, and **what it purports to do for students**. It should be a kind of public relations banner for students, parents, and the community. It should set the direction and tone for the entire program and all goals and outcomes should be consistent with that direction.

•Start comparing the existing philosophy with the priorities you listed in Phase Two and the belief statements in Chapter 2. You may just have to add some new language or alter the old.

•If none exists, brainstorm a list of your own "we believe" statements about K-12 communication/language arts/reading. Use small K-12 groups to generate ideas.

Example:

We believe that a first-rate language arts program:

a. encourages higher-order thinking through the use of all communication skills.

b. stresses the integrated use of the language arts.

c. develops aesthetic awareness and understanding.

•Merge the products of the small-group brainstorming sessions into one list. Group similar items under general headings (e.g., aesthetics, life-long skills).

•Write a draft mission/philosophy. May be done by one member or several. Use ideas from your program review stage. Use language, if desired, from Chapter 2 of the Learner Outcome Document or, with proper acknowledgment, from other districts' mission statements.

•Pass the draft through the appropriate review process before adoption.

•Write goal statements which flow from the mission and which give form to the learner outcomes that follow.

Examples of goal statements which reflect and maintain the integration of the language arts:

a. The student will recognize "purpose" as a central communication concept and will apply his or her understanding of "purpose" in carrying out communication activities. (Purpose)

b. The student will understand that messages tend to be organized in patterns and will use that knowledge when interpreting or sending messages. (Patterns)

3. Write outcomes; develop scope and sequence.

After writing major goal statements, add learner outcomes which address each of those goals. Next, structure or sequence the outcomes. The process will vary depending on whether the task involves revising/updating an existing curriculum or starting from scratch. Any existing curriculum base should be used no matter how outdated it appears. To not consult or start from an existing document sends a message that earlier committee work is not valued. Staff members need to see links from past to present work or they may assume that, at some point, their work will be ignored as well.

Before writing or revising outcomes, the committee must have the list of priority curriculum changes or additions which came from Phase Two. We suggest initiating the outcome identification process by using the example assessment worksheet in Appendix 2. List the outcomes on the sheet. Include both the State Board-adopted essential outcomes and the district-developed outcomes.

Simply go through the worksheet pages outcome by outcome, responding to the three questions above the columns. Feel free to change language of any outcome and to add outcomes if a gap exists.

•Prioritize the outcomes. Think about the following as you set priorities.

•Essential vs. "nice to include."

•"Less is more." Provide a single, focused, and balanced direction for the curriculum and instruction. We recommend, initially, that district curriculum not hold individual teachers accountable for more than **about 60 percent of their yearly instructional time** (22 of 36 weeks). The reality, as evidenced by various studies, is that 20-40 percent of the written curriculum is taught with any regularity — all the more reason to focus on relatively few shared priorities rather than a wide range of outcomes.

- Effect of outcomes: should encourage cooperation, innovation, adaptation to change.

- Sequence the priorities by grades. This can be tentative, changed later if necessary (primary/intermediate, middle school/junior high, senior high).

- Identify level of mastery to indicate difference between initial and more advanced learning. (A = Awareness, E = Emphasis, M = Mastery or Maintenance, R = Reinforce). You may use a different coding system.

An important distinction needs to be made between language arts and some other disciplines. Very few of the higher-order outcomes in language arts are ever "mastered." For example, the outcome "the student will adjust style to audience and purpose" is an important, but open-ended, writing outcome that few writers ever really "master." For instructional purposes, it might be best to use "maintenance" rather than "mastery" for those outcomes which defy simple measurement. Maintenance is less precise then mastery, but more functional for many higher-order outcomes. A maintenance level occurs when a student **is observed** to understand a concept sufficiently well to be able to apply it independently. Thus a student could be **observed** to "adjust style to audience and purpose" without being judged as having mastered it.

- Address this question, "What is the current opportunity for students in our district program to attain this outcome?" While not an essential step, it provides another indicator of your district's status of instruction and helps you set priorities.

Some Practical Suggestions:

- Ideally, a full year should be allocated for the curriculum writing/revising process. It may take less time if larger chunks of group and individual time can be devoted to the project. It goes without saying that this task demands quality time, not just before or after school or on weekends. If proper time is not available for this activity, it probably should not be started. Another factor which affects time is the amount of attention given to reviewing each new draft.

- When working through the assessment worksheets, the committee should pace itself so that about five minutes (ten minutes maximum) are devoted to any outcome the first time through. Outcomes which require more discussion can be starred and returned to. If time is attended to, these assessment worksheets can be finished in about a half day. If time is not monitored, this step will drag on for hours. Remember, you are working on a draft, not a perfected copy.

•The outcome identification process is probably best accomplished in a small (6-10) K-12 group.

•All along the way decide which tasks are best accomplished in large group, small group, or by an individual.

•Need it be said? Use the word processor! It is the greatest thing ever created for curriculum writing.

4. Develop grade-level or course outlines.

Print out separately the outcomes (essential and district) which have been assigned to each grade level or course. The teacher or teachers responsible for these grade levels and courses will use these outcomes as the basis for their own offerings. As previously suggested, perhaps 60 percent of each teacher's instructional time will be devoted to the district outcomes. In order to reinforce linkage from course to course and grade to grade, we suggest that teachers code each outcome (A, E, M, R) in their outline.

A course outline might look like this, although it would certainly have many more outcomes than are listed below.

TITLE: Seventh Grade Language Arts

COURSE DESCRIPTION: This course continues basic skills instruction in listening, speaking, writing, and reading which began in the elementary grades. Increased attention is paid to expository writing, particularly persuasion. Some new learning will occur in the area of literary response and analysis. Elective options include.....

OUTCOMES:

1. The student will use writing to identify audience and purpose clearly . (Awareness)

2. _____
_____. (Reinforce)

3. _____
_____. (Maintenance)

ELECTIVE OUTCOMES:

1. The student will do basic newspaper layout.
2. _____

REQUIREMENTS:

1. Each student will read and review one book a month.
2. Each student will write at least one composition per week.
3. Each student will give at least two oral reports per month.

EVALUATION PROCEDURES:

1. Writing folders will be maintained for each student.
2. Writing skills will be assessed holistically three times during the year.
3. _____

MATERIALS AND RESOURCES:

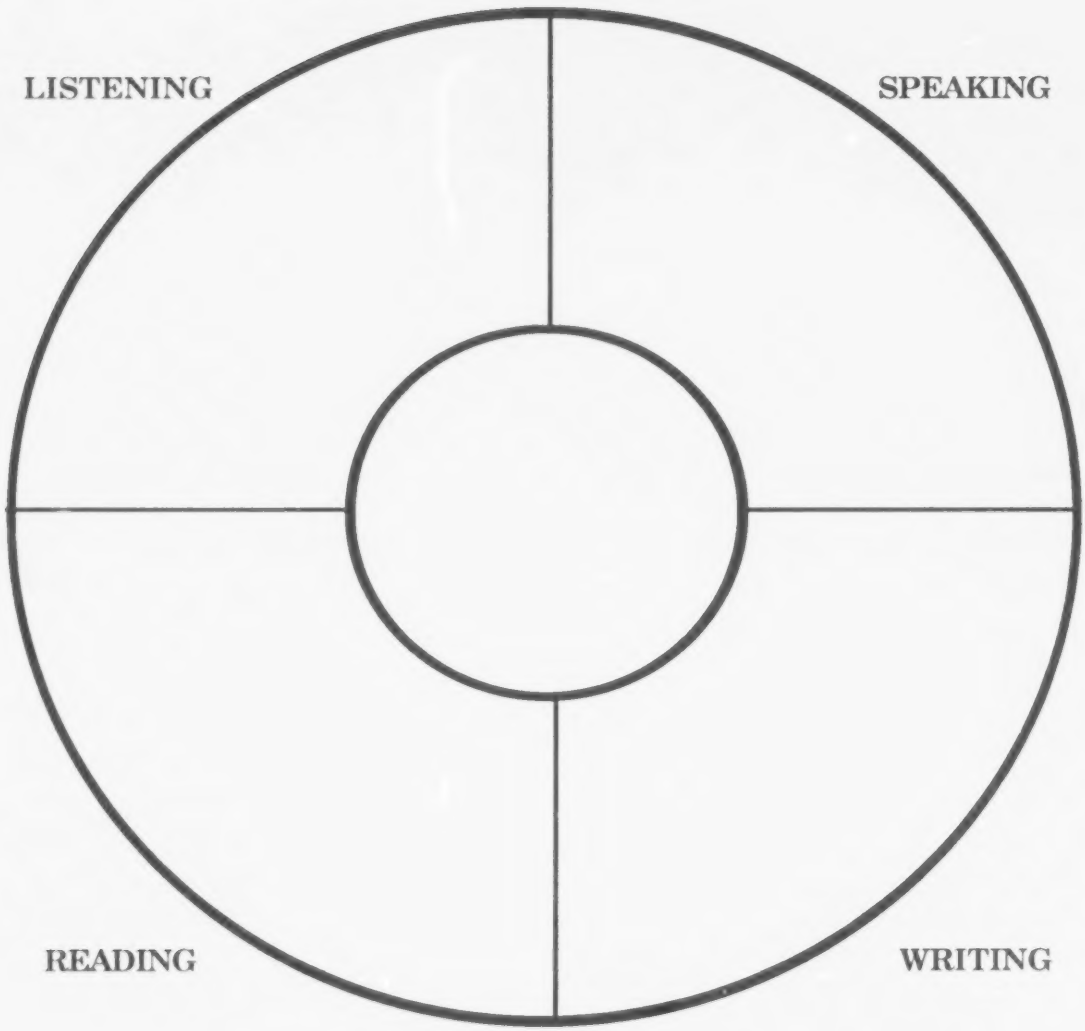
1. **The Adventures of Tom Sawyer**, Mark Twain.
2. **Writing A Narrative**, MECC Courseware.
3. _____

Appendices

APPENDIX 1

LANGUAGE ARTS INTEGRATION

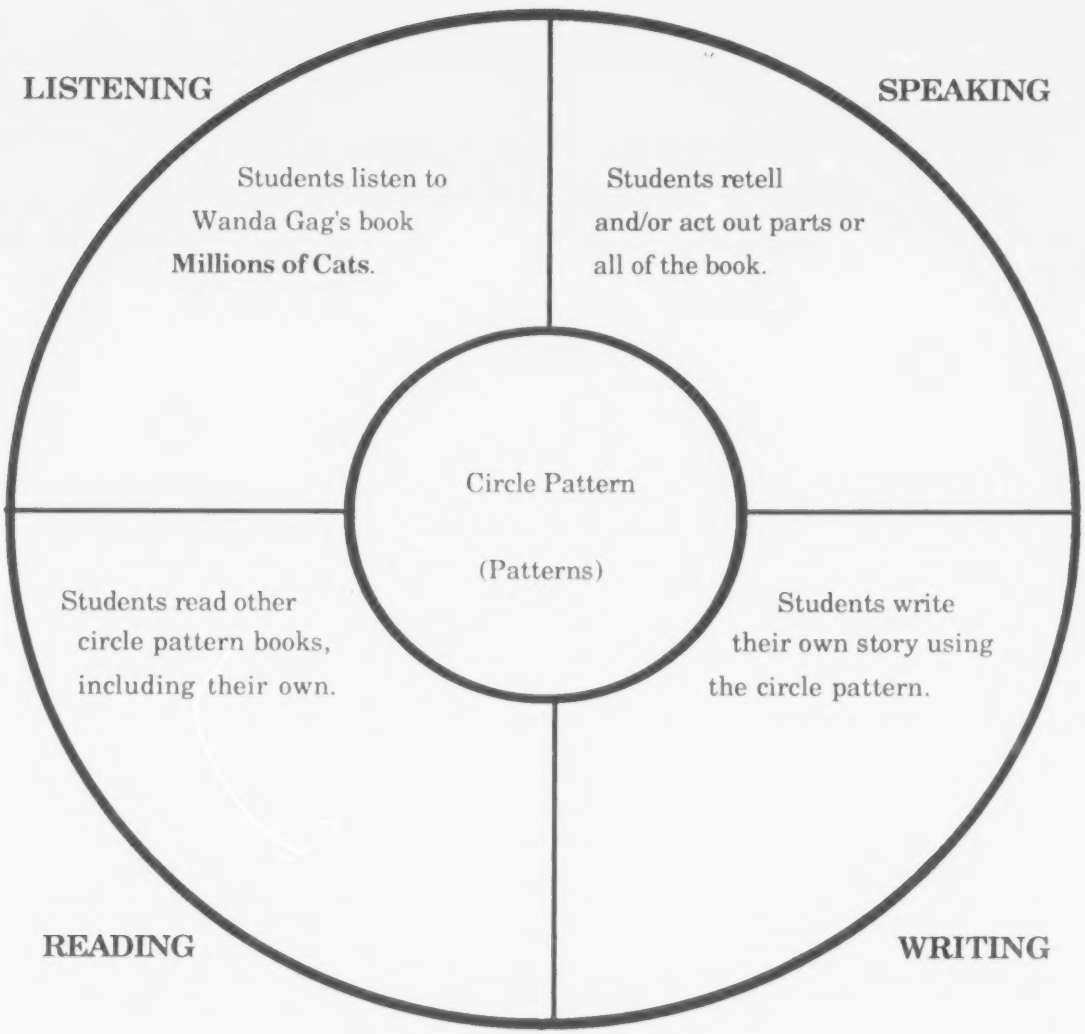
MODEL LESSON PLAN



Please note: Each model lesson plan incorporates flexibility in ordering the tasks. Teachers should decide the order based on the needs and interests of their students.

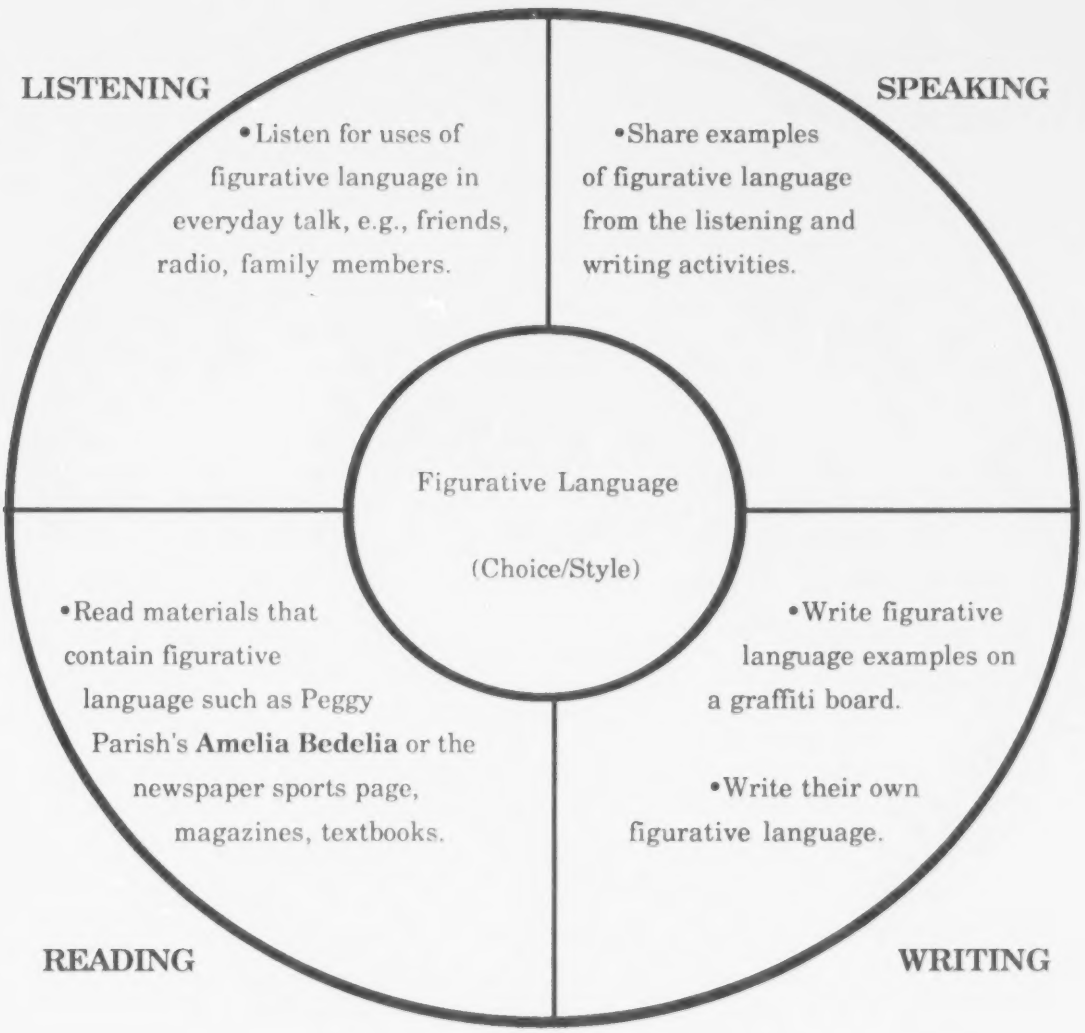
LANGUAGE ARTS INTEGRATION

MODEL LESSON PLAN
(Primary)


LISTENING
Students listen to Wanda Gag's book **Millions of Cats**.
SPEAKING
Students retell and/or act out parts or all of the book.
Circle Pattern
(Patterns)
READING
Students read other circle pattern books, including their own.
WRITING
Students write their own story using the circle pattern.

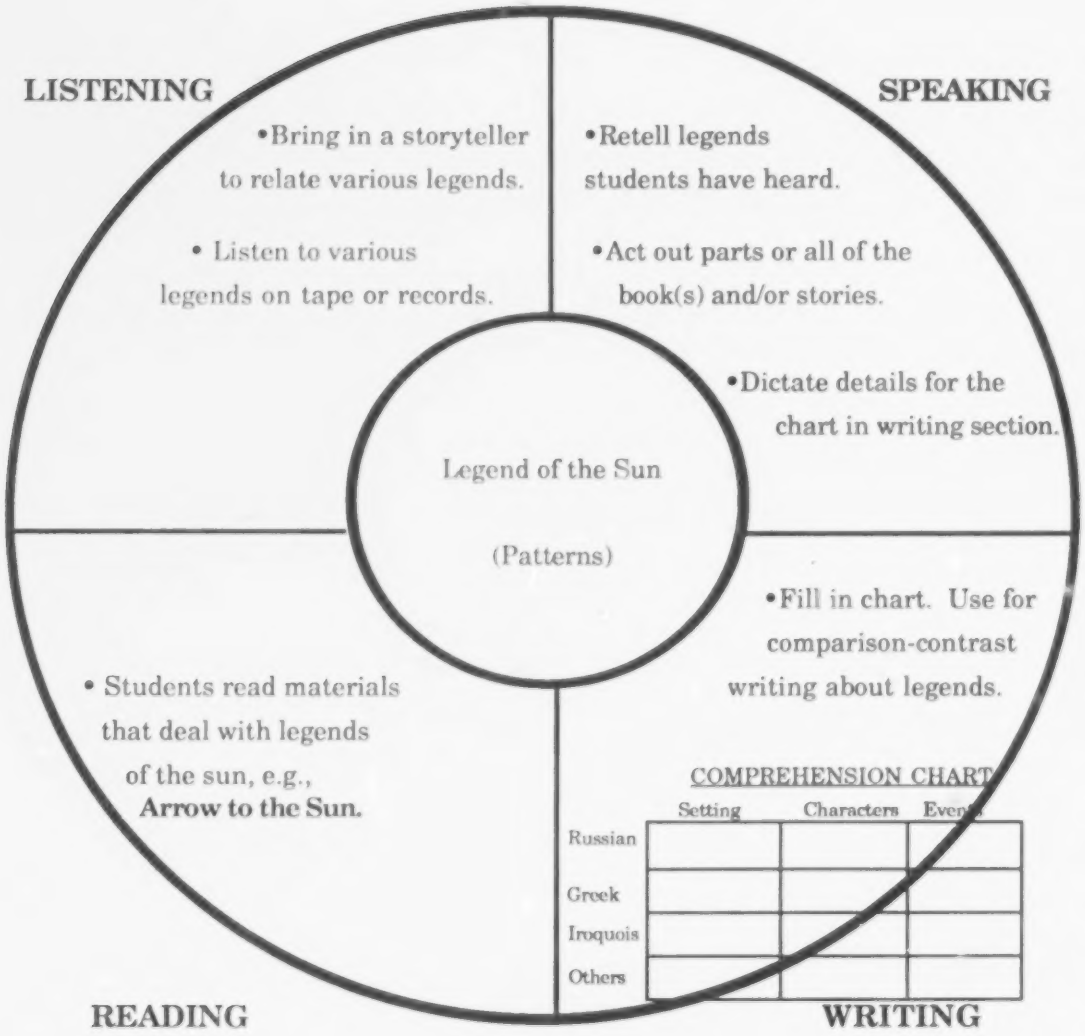
LANGUAGE ARTS INTEGRATION

MODEL LESSON PLAN
(Primary/Intermediate)


LISTENING
•Listen for uses of figurative language in everyday talk, e.g., friends, radio, family members.
SPEAKING
•Share examples of figurative language from the listening and writing activities.
Figurative Language
(Choice/Style)
•Read materials that contain figurative language such as Peggy Parish's **Amelia Bedelia** or the newspaper sports page, magazines, textbooks.
READING
•Write figurative language examples on a graffiti board.
•Write their own figurative language.
WRITING

LANGUAGE ARTS INTEGRATION

MODEL LESSON PLAN
(Intermediate)


LISTENING
•Bring in a storyteller to relate various legends.
• Listen to various legends on tape or records.
SPEAKING
•Retell legends students have heard.
•Act out parts or all of the book(s) and/or stories.
•Dictate details for the chart in writing section.
Legend of the Sun
(Patterns)
•Fill in chart. Use for comparison-contrast writing about legends.
• Students read materials that deal with legends of the sun, e.g., Arrow to the Sun.
COMPREHENSION CHART
Setting
Characters
Events
Russian
Greek
Iroquois
Others
READING
WRITING

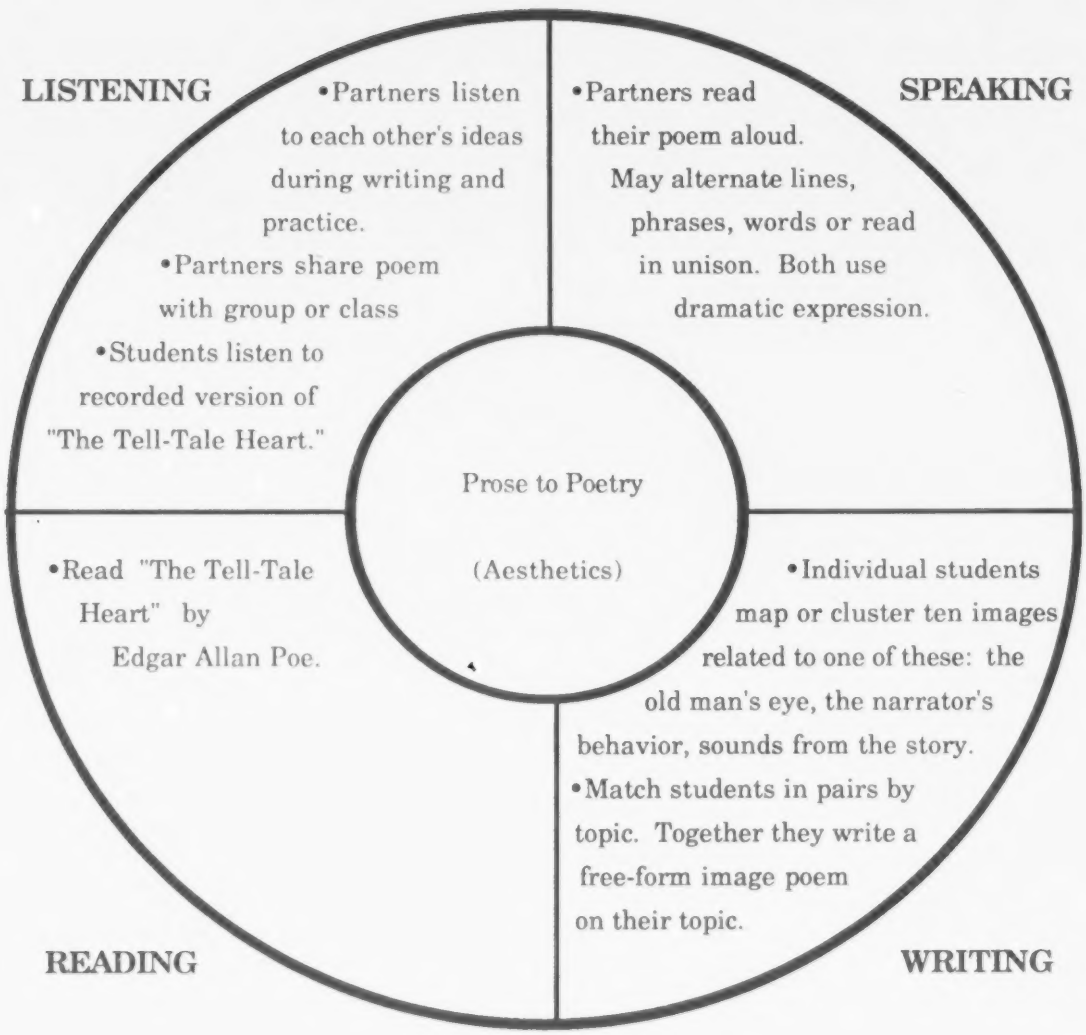
LANGUAGE ARTS INTEGRATION

MODEL LESSON PLAN
(Intermediate)

LISTENING
•Listen to recording of wildlife sounds (wolves and other animals).
•Listen to others' speeches.
SPEAKING
•Share personal experience speeches in small groups (3-5).
Using basal series content.
(Audience, Choice/Style)
READING
•Students read "The Wolf Pack."
WRITING
•Write 1-2 minute personal experience speech: "When I was frightened by an animal/weird sound."

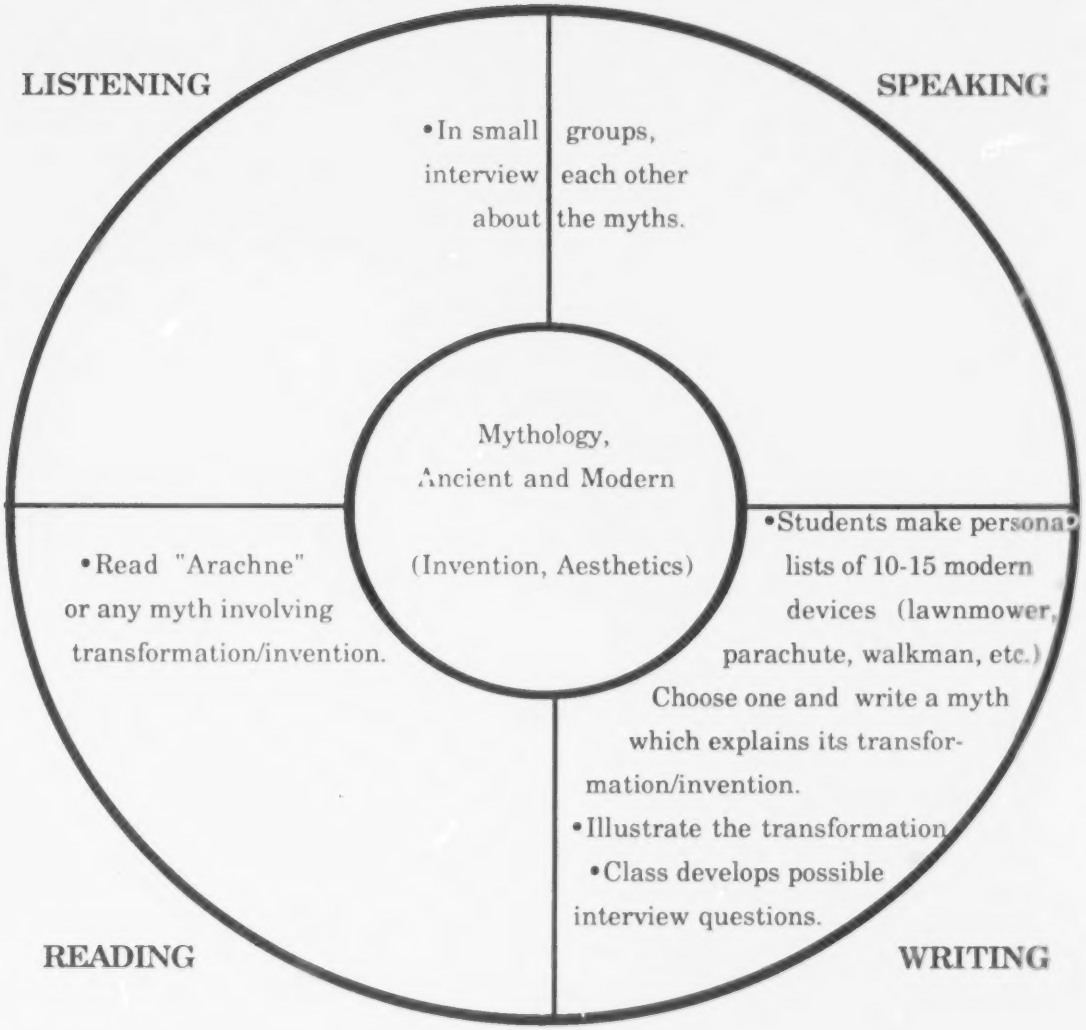
LANGUAGE ARTS INTEGRATION

MODEL LESSON PLAN
(Junior High)


LISTENING
•Partners listen to each other's ideas during writing and practice.
•Partners share poem with group or class
•Students listen to recorded version of "The Tell-Tale Heart."
SPEAKING
•Partners read their poem aloud. May alternate lines, phrases, words or read in unison. Both use dramatic expression.
Prose to Poetry
(Aesthetics)
READING
•Read "The Tell-Tale Heart" by Edgar Allan Poe.
WRITING
•Individual students map or cluster ten images related to one of these: the old man's eye, the narrator's behavior, sounds from the story.
•Match students in pairs by topic. Together they write a free-form image poem on their topic.

LANGUAGE ARTS INTEGRATION

MODEL LESSON PLAN
(Junior High)


LISTENING
SPEAKING
•In small groups, interview each other about the myths.
Mythology, Ancient and Modern
(Invention, Aesthetics)
•Read "Arachne" or any myth involving transformation/invention.
•Students make personal lists of 10-15 modern devices (lawnmower, parachute, walkman, etc.) Choose one and write a myth which explains its transformation/invention.
•Illustrate the transformation.
•Class develops possible interview questions.
READING
WRITING

LANGUAGE ARTS INTEGRATION

MODEL LESSON PLAN
(Senior High)

LISTENING
(1) View video tape which presents data on the major topic for comparison or contrast.
SPEAKING
(3) Share notes on video in small groups. Reach consensus on significant data.
(6) Share notes that compare and contrast the topic(s).
Comparison-Contrast Paper
(Pattern)
(4) Read for background from sources on pertinent topics.
(2) Take notes on video-tape.
(5) Take notes on other sources.
(7) Develop summary and overview statements.
(8) Write comparison-contrast paper.
READING
WRITING

LANGUAGE ARTS INTEGRATION

MODEL LESSON PLAN
(Senior High)

LISTENING
SPEAKING
•View a role-play or non-participative May be live
of an uncooperative audience situation. or on tape.
•Discuss strategies to prevent
audience non-participation.
Interpersonal Communication
(Audience)
•Read each other's reactions.
•Write reaction to the role-play and how the situation could be changed. Support the latter with specific reasons for change.
•Research typical speaker-audience breakdowns. Research how to change/cope.
READING
WRITING

APPENDIX 2

WORKSHEETS FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

WORKSHEET FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

School District: _____ Plan Submitted By: _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
DEVELOPMENT PLANNING:	____ Identify district language arts committee.	_____ - _____	_____	_____
	____ Identify a subset of committee to write the program improvement.	_____ - _____	_____	_____
	____ Write the plan.	_____ - _____	_____	_____
	____ Share the plan.	_____ - _____	_____	_____
	____ Adopt the plan.	_____ - _____	_____	_____
PROGRAM REVIEW:	____ Brainstorm ideal products.	_____ - _____	_____	_____
	____ Assess needs of all seven areas listed under program development.	_____ - _____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

School District: _____ **Plan Submitted By:** _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM REVIEW (Cont'd):	____ Analyze the data (Note: compare with ideal state and itemize strengths and weaknesses).	_____ - _____	_____	_____
	____ Share results/seek support.	_____ - _____	_____	_____
PROGRAM DEVELOPMENT: A. Curriculum	____ Analyze results from program review.	_____ - _____	_____	_____
	____ Review trends/issues in the field.	_____ - _____	_____	_____
	____ Draft district profile relative to direction of the field.	_____ - _____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

School District: _____ **Plan Submitted By:** _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT				
A. Curriculum (Cont'd)	____ Identify key change/ improvement priorities (if any).	_____ - _____	_____	_____
	____ Write/revise program philosophy and major goals.	_____ - _____	_____	_____
	____ Write/revise K-12 learner outcomes.	_____ - _____	_____	_____
	____ Write/revise course/ grade-level outcomes.	_____ - _____	_____	_____
B. Delivery	____ Analyze results from program review.	_____ - _____	_____	_____
	____ Review curriculum priorities.	_____ - _____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

School District: _____ Plan Submitted By: _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: B. Delivery (Cont'd)	____ Review trends/issues in the field.	_____ - _____	_____	_____
	____ Draft district profile relative to direction of the field.	_____ - _____	_____	_____
	____ Identify key change/ improvements.	_____ - _____	_____	_____
	____ Get feedback on suggested changes from key people in the district.	_____ - _____	_____	_____
	____ Plan implementation schedule for proposed change.	_____ - _____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

School District: _____ Plan Submitted By: _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: C. Staff Development	**(Note: Should connect to district overall staff development plan.)**			
	____ Analyze results from program review.	_____ - _____	_____	_____
	____ Review curriculum priorities.	_____ - _____	_____	_____
	____ Review trends/issues in the field.	_____ - _____	_____	_____
	____ Identify key staff development priorities.	_____ - _____	_____	_____
	____ Initiate staff development plan. **(Note: Need to be inclusive-all kinds of experiences can and should count. Should be continuous and should link to curricular priorities.)**	_____ - _____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

School District: _____ Plan Submitted By: _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: D. Teaching/ Learning Environments (Climate)	____ Analyze results from program review.	_____ - _____	_____	_____
	____ Review standards/practices in other districts.	_____ - _____	_____	_____
	____ Identify improvement priorities.	_____ - _____	_____	_____
	____ Get feedback from key people in the district.	_____ - _____	_____	_____
	____ Develop plan for improvement.	_____ - _____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

School District: _____ Plan Submitted By: _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING	COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: E. Teaching/ Learning Materials	____ Analyze results from program review.	_____	_____	_____	_____
	____ Review curriculum priorities.	_____	_____	_____	_____
	____ Establish materials review criteria. (Note: Use curricular priorities.)	_____	_____	_____	_____
	____ Establish materials selection policy.	_____	_____	_____	_____
	____ Identify and review materials.	_____	_____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

School District: _____ Plan Submitted By: _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: E. Teaching/ Learning Materials (Cont'd)	____ Select and purchase materials. (Note: One-time major purchases plus additional and periodic smaller purchases.)	_____ - _____	_____	_____
F. Communication	____ Analyze results from program review.	_____ - _____	_____	_____
	____ Prioritize needs based upon stages of development.	_____ - _____	_____	_____
	____ Develop processes/ products to meet needs.	_____ - _____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN LANGUAGE ARTS

School District: _____ Plan Submitted By: _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING	COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT G. Evaluation	____ Analyze results from program review.	_____	_____	_____	_____
	____ Review curriculum priorities.	_____	_____	_____	_____
	____ Review evaluation trends/ issues in the field.	_____	_____	_____	_____
	____ Draft district profile relative to direction of the field.	_____	_____	_____	_____
	____ Identify key change/ improvement priorities (if any).	_____	_____	_____	_____
	____ Draft a plan for reviewing, piloting, and adopting new or revised evaluation strategies.	_____	_____	_____	_____

ASSESSMENT WORKSHEET FOR LEARNER OUTCOMES

Listed below are the learner outcomes.	Critical for a K-12 Program? Include State Board and District outcomes.		If critical, at which grade our outcomes should be: I — **introduced** H — **heavily emphasized** M — **mastered/maintained**				What is the opportunity for students in our district program to attain this outcome?			
	Yes	No	Primary	Inter.	MS/JH	SH	Excellent	Satisfactory	Poor	None

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Bibliography

SOURCES OF INFORMATION

Association for Supervision and Curriculum Development **(ASCD)**
125 North West Street
Alexandria, VA 22314

Publishes Educational Leadership and other materials about curriculum, instruction, supervision, leadership.

International Reading Association **(IRA)**
800 Barksdale
P. O. Box 8139
Newark, Delaware 19714-8139
Telephone: 302/731-1600

Publishes The Reading Teacher, Journal Reading, Reading Research Quarterly, and materials related to reading, literacy, and literature content and instruction, measurement. All grade levels.

National Assessment of Education Progress **(NAEP)**
CN6710
Princeton, NJ 08541-6710
Telephone: 609/921-9000

Publishes The Nation's Report Card on areas of communication.

National Council of Teachers of English **(NCTE)**
1111 Kenyon Road
Urbana, IL 61801
Telephone: 217/328-3870

Publishes Language Arts, English Journal, College English, English Education plus a wide range of materials on literature, reading, language, composition, critical thinking, humanities, censorship. All grade levels.

Speech Communication Association **(SCA)**
5105 Backlick Road
Building E
Annandale, VA 22003
Telephone: 703/750-0533

Publishes Quarterly Journal of Speech, Communication Education; materials focus on speaking, listening, intercultural communication, and assessment. All grade levels.